**Lesson Plan 1 for the Thematic Unit**

**Teacher Candidate:** Samantha Hoffmann **Grade Level:** 4th Grade

**Date of lesson:** November 02, 2015

**Content Standards (DoDEA):**

4SS2.a:Explain the major geographic features of the Southeast and discuss the physical settings that supported permanent settlement in this region.

4SSK6:

Students differentiate between primary and secondary sources.

4SSK7:

Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

**Learner Background:**

* Students know which states make up the southeast region of the United States

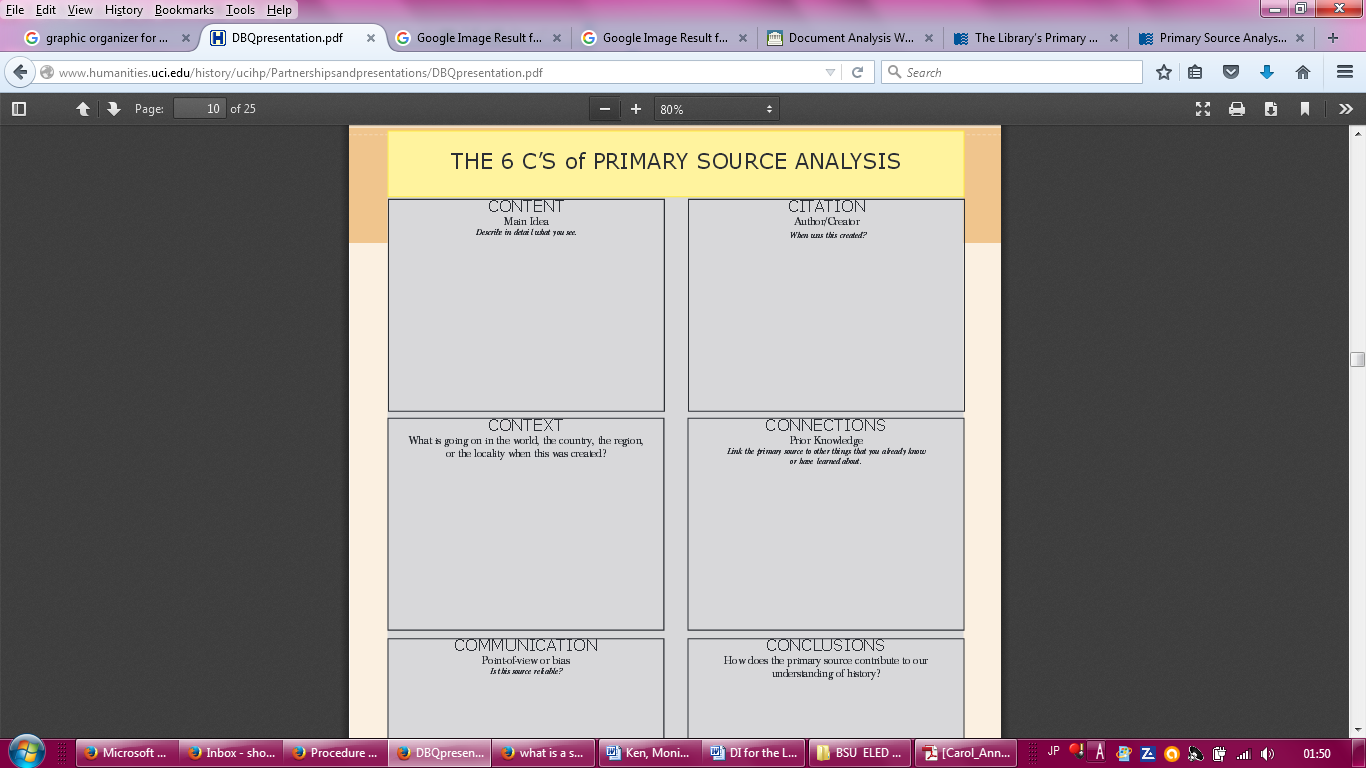
**Student Learning Objective(s)**

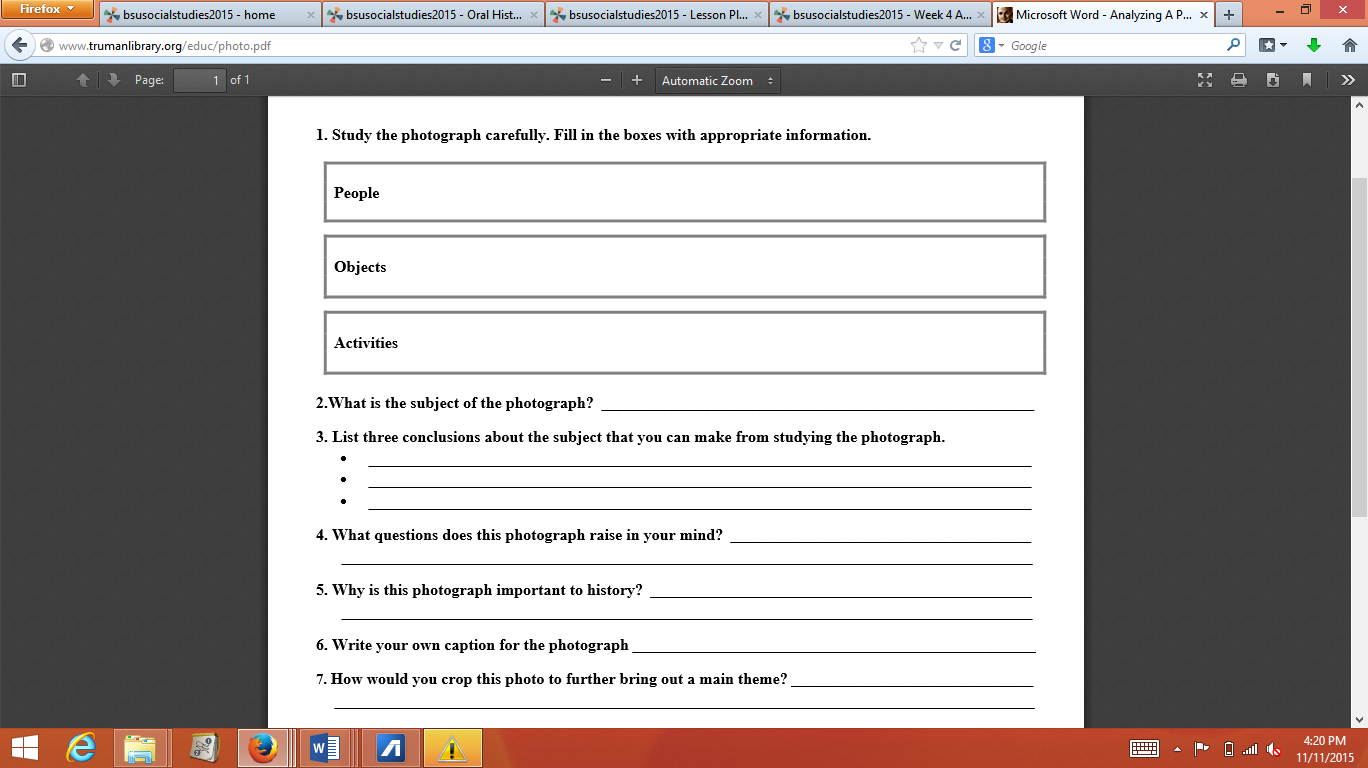
Students will:

* Explain the major geographic features of the Southeast region.
* Differentiate between primary and secondary sources.
* Analyze primary sources.
* Pose questions that are pertinent in understanding primary sources.

**Assessments**

* Student participation
* Graphic organizers
* Journal entries in the closing activity





**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

* **Smartboard**
* **“A Storm Called Katrina” by Myron Uhlberg and Illustrated by Colin Bootman**
* **Graphic Organizers**
* **Computers (enough for each student)—reserve the computer lab**
* **Primary sources**

**Teaching Model/Strategy**

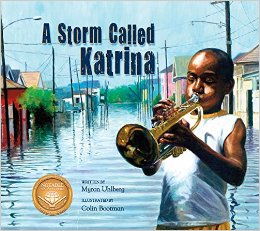
**Inquiry lesson:**

**This is an inquiry lesson because students are applying their critical thinking skills and are analyzing primary sources. They ask relevant and important questions, interpret each primary source, connect the primary source to their background knowledge, etc.**

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

**The teacher will read-aloud the book, “A Storm Called Katrina”, to get students thinking about the weather patterns of the southeast region of the US.**

****

**Lesson Development:**

To open the lesson, the teacher talks about the definition of: (1) a primary source and (2) a secondary source, highlighting the differences between the two.

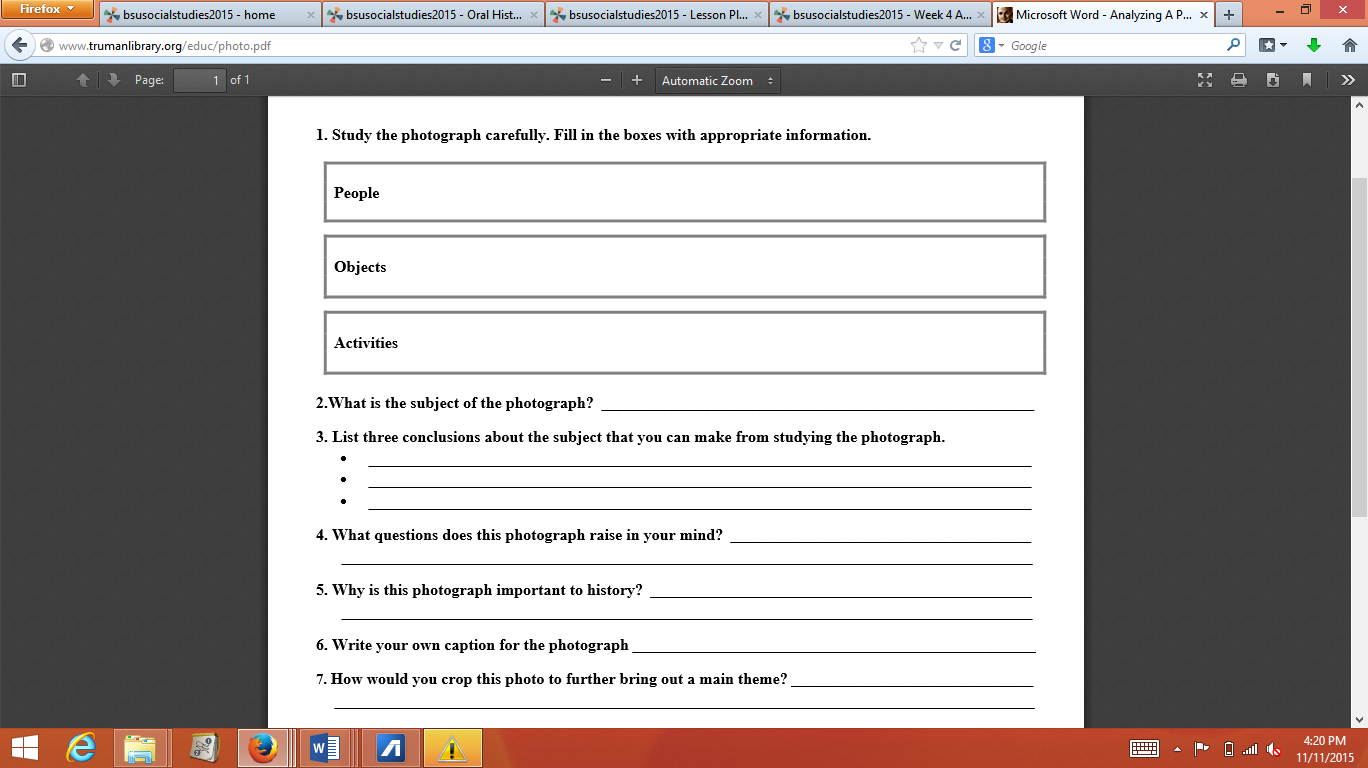
Next, we go on to analyzing a primary source. Gradual Release of Responsibility (GRR) is implemented during this activity.

First, the teacher models the analysis process of a primary source:

1. On the Smartboard, the teacher displays Figure 1 (shown below). He/she explains what they see, explaining how to analyze the photo.



Figure 1

“In our graphic organizer,  we start from question number one and look at our picture again. Do I see any people? No, I do not. So I will write that in. “ and so on with number one.

Number two: “For number two, what is the subject? Well, I see water, and the mountains (and as it is titled, this is photo of the Appalachian Mountains, so I would write that in.” The rest processed in a similar fashion.

“When we look at number three, we are going to be listing three conclusions you make from analyzing this photo. So, I ask myself, what do I notice and I use my prior knowledge to infer. I see a body of water (maybe a river), surrounded by many trees (possibly a forest), and in the back, I see mountains. Now, I wonder where are these located… If I wanted to find out, I could conduct further research to find this out.”

“Now on to number 4, see the question I just asked myself? This is where I write that in.”

“Now number 5: Why is this photo important in history. It was taken in 1960 and..”

1. Students and teacher together analyzing a primary source:

The teacher guides the students, similar to the way in step 1, but asks many questions for students to answer.

They analyze Figure 2:  (Figure 2)

“We are going through the same process, but I will guide and scaffold.”

1. Lastly, students, in groups of four, analyze a primary source of their choice. They use a graphic organizer from <http://www.trumanlibrary.org/psource.htm> :

Here are some of the links students will access for their primary source:

<http://southern.railfan.net/ties/1960/60-6/port.html>

<http://www.loc.gov/search/?in=&q=appalachian+mountains&new=true>

**Closure:**

Journal Entry Activity

Students will reflect on today’s lesson—engaging in metacognition by answering the following questions: “What did you learn today? Why do we use primary sources to understand history? Is there anything you are still wondering about?” (This is an informal assessment as well).

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Alice | Alice has a learning disability and struggles when it comes to organizing information.  She has an IEP. | In this lesson, there are multiple graphic organizers provided for the students. The graphic organizer can help Alice organize the information in a way |
| Rose | She is in the Gifted Education program. She needs to be provided challenging tasks or she quickly loses interest and disrupts the class. | Rose will find an additional primary source to analyze individually. She likes pictures so she will enjoy this activity. |
| Ryu | He is an English language learner. Although he can speak conversational English, his vocabulary is still limited and needs help building it. | Key vocabulary lists with clear explanations and illustrations will be provided for Ryu. The illustrations can be particularly helpful, as he is a visual learner too. |

**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?